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ABSTRACT

This Wisconsin Technical College System Board (WTCS) report provides an overview of the agency, a discussion of the 1999-2001 budget and policy actions, a review of the agency's performance, and an outline of the 2001-2003 strategic direction and statutory changes. The WTCS is the state agency statutorily responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientation below the baccalaureate level. This report outlines the agency's mission, organizational structure, and cooperative relationships. The discussion of the 1999-2001 budget highlights an increase in WTCS funding of $24.7 million in addition to increases provided directly to WTCS financial aid programs. In the analysis of the agency's performance and operations, data is provided on the following topics: enrollment and expenditures; minority enrollment, recruitment and retention; new and expanding occupations; economic development; and alternative work patterns. The WTSC strategic directions for 2001-2004 include: (1) positioning the WTCS as the state's educational leader for workforce solutions; (2) increasing access and success for all students to expand the state's resource of skilled workers; and (3) fostering effective economic development partnerships with education and training providers and business, industry and labor. (RC)

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1999-01
BIENNIAL REPORT

Wisconsin
Technical College System

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Edward Chin, Director

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IC029074

October 15, 2001

The Honorable Scott McCallum
Governor of Wisconsin
and
Members of the Legislature

In accordance with section 15.04(1)(d) of the Wisconsin Statutes, I am pleased to submit on behalf of the Wisconsin Technical College System Board a report on our activities covering the 1999-01 biennium.

Sincerely,

Edward Chin
State Director

STATE OF WISCONSIN

1999-01 BIENNIAL REPORT

October, 2001

Wisconsin Technical College System Board

310 Price Place
Madison, Wisconsin 53705
(608) 266-1207

Edward Chin, State Director

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WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD

I

AGENCY OVERVIEW

Mission and Purpose

The Wisconsin Technical College System Board is the State agency statutorily responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientation below the baccalaureate level, including associate degrees, training of apprentices and adult education below the professional level. The principal purposes of the system are to provide occupational education and training and retraining programs, and to provide customized training and technical assistance to business and industry in order to foster economic development and expansion of employment opportunities. Additional purposes are to cooperate and contract with secondary schools; provide collegiate transfer programs, basic skills education; community services and self-enrichment activities; and address barriers created by stereotyping and discrimination.

Cooperative Relationships

The State Board maintains close working relations with the Wisconsin Department of Public Instruction in developing technical and adult education opportunities for all people in the state, and for facilitating articulation between secondary and postsecondary programs.

The WTC System and the University of Wisconsin System share a strong commitment to maintain effective administrative cooperation in serving the state's residents. Moreover, the Board works effectively with the Department of Workforce Development on issues concerning apprentice training, labor market information, placement services, and other programs and issues.

State Board

The State Board, as the governing body for the WTCS, consists of 13 members: Ten non-salaried members appointed by the Governor and three ex-officio members. One member represents employers, one member represents employees, one member represents farmers, one member is a student representative, and six are at-large members. The student representative serves a two-year term while the other nine members serve six year, staggered terms. The three ex-officio members serving on the Board are the Secretary or designee of the Department of Workforce Development; the President or designee of the UW Board of Regents; and the State Superintendent of Public Instruction or designee.

During the biennium, the following individuals served on the Board.

APPOINTED MEMBERS, OFFICERS

L. Anne Reid, President	Maude Shunk Library West Bend
Jonathan Barry, Vice-President	Consultant Mount Horeb
Jeanette Nicolaisen, Secretary	Retired Reedsburg

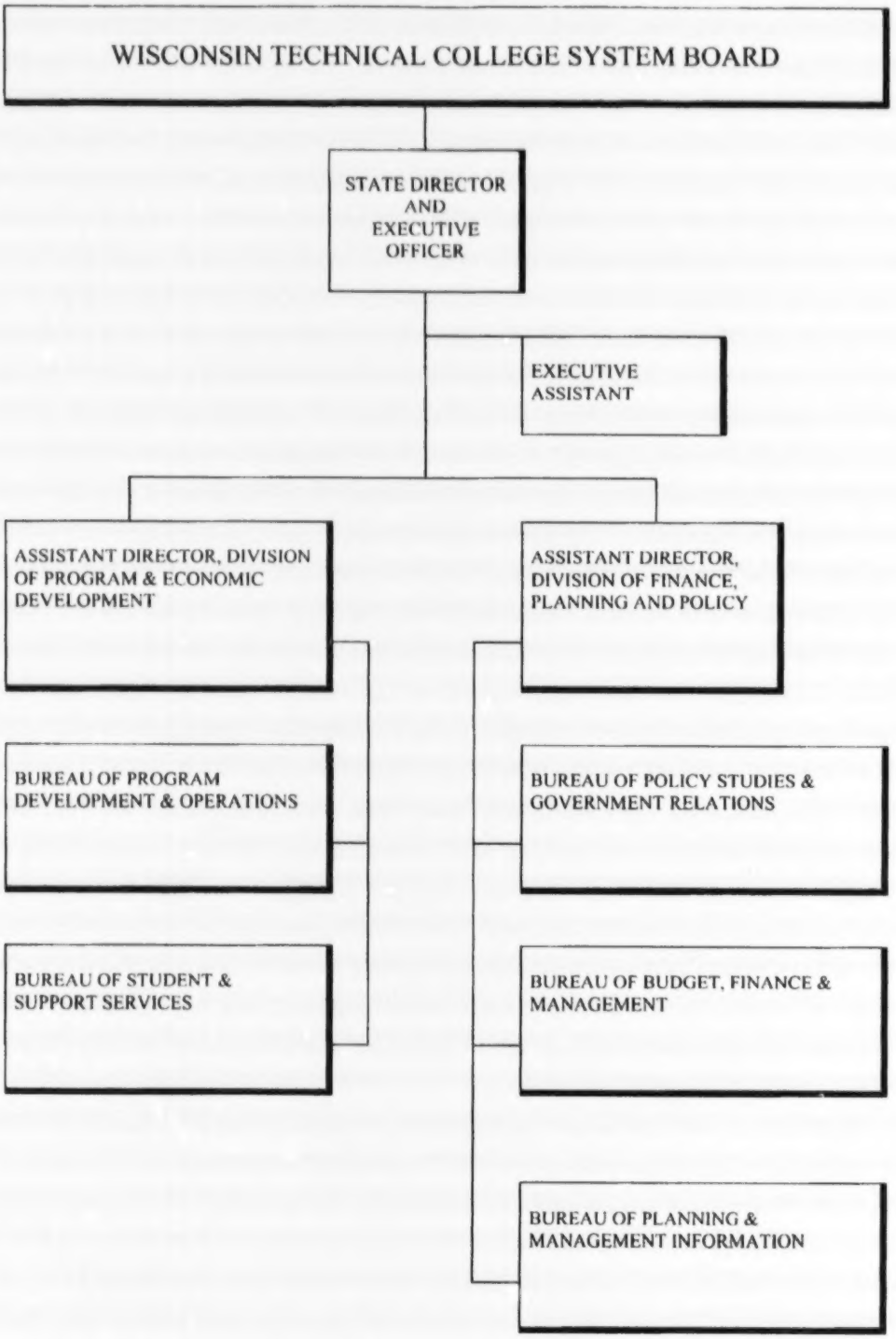
OTHER APPOINTED MEMBERS

A. J. Amato	Meriter Health Systems Madison
James Elliott	Retired Milwaukee
George Franco	National Financial Corporation Milwaukee
Barbara Manthei	Statewide Literacy Director West Salem
Marc Marotta	Foley & Lardner Milwaukee
Nancy Mommsen	Lazy A Ranch Sales Rice Lake
Katherine Yeske	Student Eau Claire

EX-OFFICIO MEMBERS

John Benson	State Superintendent, Department of Public Instruction
Virginia MacNeil and Gerard Randall	Designee of UW Board of Regents
Linda Stewart and Jennifer Reinert	Secretary, Department of Workforce Development

The Board is empowered to determine the organization, plans, scope and development of postsecondary technical and adult education; appoint a state director; approve qualifications of educational personnel and courses of study; and approve district proposals for facilities development and land acquisition. The Board establishes procedures and criteria for the determination of course credit, state aid, and uniform accounting for financial programs and other data required of the districts.


WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD
STATE DIRECTOR AND EXECUTIVE OFFICER
EXECUTIVE ASSISTANT
ASSISTANT DIRECTOR, DIVISION OF PROGRAM & ECONOMIC DEVELOPMENT
ASSISTANT DIRECTOR, DIVISION OF FINANCE, PLANNING AND POLICY
BUREAU OF PROGRAM DEVELOPMENT & OPERATIONS
BUREAU OF POLICY STUDIES & GOVERNMENT RELATIONS
BUREAU OF STUDENT & SUPPORT SERVICES
BUREAU OF BUDGET, FINANCE & MANAGEMENT
BUREAU OF PLANNING & MANAGEMENT INFORMATION

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State Board Staff

The State Board staff is headed by a State Director who serves at the pleasure of the Board. Major staff responsibilities are divided between two divisions. The Division of Program and Economic Development oversees occupational education programs, college parallel programs, liaison with business and industry for economic development activities, as well as educational programs and services for persons with special needs. It also coordinates professional development and student services, provides curriculum resources, evaluates programs, and coordinates system offerings with other educational systems. The Division of Finance, Planning and Policy is responsible for budget preparation, administration of state and federal aids, planning, research, economic analysis, audit and fiscal services, policy studies, facility approval and oversight, federal relations, staff support services, management information systems and personnel. The agency ended the biennium with 81 authorized positions.

WTCS Districts

The 16 WTCS districts, currently with 46 campuses, deliver technical education which meets the needs, interests and abilities of students and of the labor market. To further these purposes, the districts are provided consultation, technical assistance, coordination of activities, and support services by the State Board staff.

Districts have unique demographic, geographic and economic characteristics, and programs are tailored to meet local needs within the uniform program standards of the Board. Each of the districts has an appointed board composed of nine members who serve three-year, staggered terms: Two members represent employers, two represent employees, and three additional members; the other two positions include a local school administrator and a local elected official. District boards are empowered to levy a tax on property, provide for facilities and equipment, contract for instructional services, and appoint a director who serves as chief executive officer for the district.

[See map in folder under misc.]

WISCONSIN MAP

The Wisconsin map mentioned on this page is not available from ERIC.

II

1999-01 BUDGET AND POLICY ACTION

The 1999-01 Budget

The biennial budget (1999 Wisconsin Act 9) increased funding for the Wisconsin Technical College System (WTCS) districts and students by $24.7 million over the 1997-1999 biennium. This was in addition to increases provided directly to WTCS student financial aid programs. The General State Aid Program itself was increased by nearly 2.1% annually for a total biennial increase in General Aid to the districts of $4.9 million. In addition, Act 9 included the System's request to fund the cost of producing and distributing the WTCS Guidebook as a first draw from general aid payments (up to a maximum of $125,000 annually).

The 1999-2001 biennial budget also established three new categorical aid programs to benefit technical college students and districts and provided an exemption to the referendum law governing WTCS district construction projects:

- **Grant Program for Recent High School Graduates.** A new program funded at $6.6 million GPR beginning in 2000-01 provided annual grants of $500 to first year students who enrolled in a WTCS program within three years of graduation from a Wisconsin high school. To be eligible, students had to be enrolled full-time in an associate degree or vocational diploma program and maintain a GPA of at least 2.0.

- **WTCS Capacity Building Program.** A new program funded at $5.0 million GPR annually beginning in 2000-01 provided grants to WTCS districts to develop or expand programs in occupational areas where there was a high demand for workers and to make capital expenditures necessary for such development or expansion. The Department of Administration administered this program in 2000-01.

- **WTCS Skilled Workforce Courses.** A new program funded at $2.2 million GPR annually beginning in 2000-01 provided grants to WTCS districts for the purpose of adding sections in courses in which student demand exceeded capacity.

- **Financing of Capital Expenditures for Applied Technology Centers.** As an exception to the current referendum law, WTCS districts were permitted to expend up to $5.0 million for the construction of applied technology centers prior to January 1, 2002, provided the projects met certain requirements and received WTCS Board approval.

Major Statutory Legislation

- **Work-Based Learning Board.** A Work-Based Learning Board attached to the Department of Workforce Development was created to administer a number of existing and new school-to-work programs and the federal tech-prep program (which was previously administered jointly by the Department of Public Instruction and the WTCS Board). The new board would include the President of the WTCS Board and the WTCS State Director.

State Board Policies

At an historic meeting with the UW System Board of Regents in April, 2000, State Board members discussed efforts to advance and facilitate transfer opportunities of WTCS students into UW System institutions. The two boards adopted a "statement of guiding principles as a basis for revising the University of Wisconsin System undergraduate transfer policy regarding the transfer of credit form the Wisconsin Technical College System." The Board of Regents also adopted three resolutions committing the UW System to take steps to implement in its undergraduate transfer policy the principles of the joint statement.

In January, 2000, prior to the joint meeting of the Regents and State Board, the UW System President and the Director of the State Board appointed a Transfer Study Committee to assist them in developing the report to the Legislature required by the biennial budget. The committee was co-chaired by a UW System Senior Vice President and a State Board Assistant State Director and was composed of ten additional UW System and WTCS administrators. The charge to the committee was to develop a report on past and current policies and practices that facilitate the transfer of credits for WTCS students transferring to UW campuses and to develop a plan to further advance and facilitate such transfers. Subsequently, the Governor appointed a former Superintendent of the Mequon-Thiensville School District to work with the members of the study committee, the Board of Regents, and the WTCS Board toward the goal of developing a "truly integrated system of higher education."

The UW System President and the WTCS State Director submitted a report to the Legislature, as required by the biennial budget, on efforts made to coordinate the transfer of credits from WTCS to the UW System. The report included three recommendations for creating new UW System transfers options for WTCS students:

1) That multi-institutional program articulation agreements be developed;

2) That more baccalaureate completions programs for WTCS associate degree graduates be created; and

3) That WTCS students can transfer credits earned in two mathematics or science courses as well as 15 general education credits in communication, behavioral science and social science.

III

REVIEW OF PERFORMANCE AND OPERATIONS

Enrollment and Expenditures

In order to provide the instruction, services and activities necessary to carry out their mission and achieve their goals, the WTCS districts rely on a combination of federal, state and local revenues. In 1999-00, the latest year for which complete information is available, the WTCS districts enrolled 453,668 individuals at an operational cost of $630,745,300.

Actual 1999-00 cost allocation data show that 66.3% of operational costs were for instruction while the next highest amounts were for general institutional (12.3%), student services (10.2%), and the physical plant (8.3%). Instructional resources accounted for the remaining 2.9% of operational costs.

On a full-time equivalent (FTE) student basis, FTE's and FTE's as percent of total FTE's for the two years by instructional category were:

1999-00 FTE Enrollments

	Postsecondary		Non-Postsec.	Continuing Education		
College Parallel	Associate Degree	Technical Diploma	Basic Educ. & HIP/VIP	Vocational-Adult	Community Services	Total FTE's
4,869	33,461	8,343	6,817	4,225	360	58,074
(8.4%)	(57.6%)	(14.4%)	(11.7%)	(7.3%)	(0.6%)	(100.0%)

2000-01 FTE Enrollments

	Postsecondary		Non-Postsec.	Continuing Education		
College Parallel	Associate Degree	Technical Diploma	Basic Educ. & HIP/VIP	Vocational-Adult	Community Services	Total FTE's
4,868	34,796	8,336	7,309	4,078	332	59,719
(8.1%)	(58.3%)	(14.0%)	(12.2%)	(6.8%)	(0.6%)	(100.0%)

HIP = Hearing Impaired Program and VIP = Visually Impaired Program

In 2000-01, 79.1% of FTE's were generated by students in occupational training courses, while 12.2% were generated in the primarily adult basic education non-postsecondary area, 8.1% in the college parallel program, and 0.6% by students in community services courses. The 59,719 FTE's in 2000-01 represent an increase of 1,645 FTE's (2.8%) over 1999-00 while the number of actual students declined by 13,734, from 453,668 students in 1999-00 to 439,934 in 2000-01. About half of this decline was due to the completion in 1999-00 of a short term contract for training with one of the state's largest employers.

Enrollment by Age and Sex

The average age for all students enrolled by the WTCS districts in 1999-00 was 35.4 years. One-half of these students were over 34 years of age and one-half were under. Twenty-seven point six percent (27.6%) of the students were less than 25 years of age which is essentially the same as the 27.9% who were less than 25 in the preceding year.

Students in College Parallel and Postsecondary programs and courses tend to be younger on average than the total student body which includes thousands of older adults taking Adult and Continuing Education (ACE) courses in order to upgrade or maintain their current job skills. The average age of College Parallel and Postsecondary students was 30.4 in 1999-00 with a median age of 27. Nearly 41% of these students were age 24 or younger compared to the 27.6% for all students noted above.

In 1999-00, the WTCS districts reported enrolling 221,111 men and 224,352 women (with sex not reported for 1.8% of enrollees). Over 29% of the males enrolled in College Parallel or Postsecondary courses while 16.8% enrolled in Non-Postsecondary courses and 60% in Vocational-Adult courses. The corresponding percentages for females were 32.6% enrolled in College Parallel or Postsecondary courses, 18% in Non-Postsecondary, and 55.8% in Vocational-Adult courses. (The percentages add to over 100.0% because students take courses in more than one area and are counted in each area in which they take courses.)

Minority Enrollment, Recruitment and Retention

During the 1999-00 school year, the 14,737 minority students enrolled in postsecondary and college parallel courses offered by the WTCS districts comprised 10.4% of the total number of students enrolled in these courses. This continues a gradual rise in the share of minority WTCS students attending technical colleges who do so for postsecondary level training. The comparable number for 1998-99 is 14,279 which equaled 10.1% of the postsecondary and college parallel student body in that year. WTCS data also show that minority students enroll in postsecondary programs with high earnings potentials at the same rate that white students do. According to the 2000 U.S. Census, 12.7% of the State's population (including those who considered themselves to be of two or more races) was composed of members of racial and ethnic minority groups.

In September 2000, the WTCS held a two-day symposium and in-service on improving the success of minorities in the technical college system entitled "Building Diversified Communities for the 21st Century—A Whole College Enterprise." This was the first system-wide event focusing on minority participation to be sponsored by the technical colleges. A major theme of the symposium was the importance of each college making a holistic commitment to improving minority participation by involving all parts of the college in the effort. Every technical college district was represented at the symposium by teams of administrators and staff involved in instruction, student services, and other college functions.

Each district planned a follow-up event of its own to bring the discussion and planning begun at the system-wide symposium to a district-specific level. Seven districts held events during the first half of 2001; others will hold events later in 2001 or in 2002. A number of districts held

mini-conferences with presentations by guest speakers in general sessions and in-service sessions on specific topics for smaller groups of staff. Some colleges also sponsored events that engage the broader public, for example, community listening sessions and symposia aimed at community-wide audiences. Like the system-wide symposium, the purpose of the district events is to stimulate and coordinate involvement by all parts of the colleges in improving minority success; and, in addition, to strengthen ties between the colleges and the larger communities they serve.

During this biennium, State Board staff began developing an outcome-based performance reporting system showing how minority students are performing in the WTCS. This system contains indicators and measures that will help districts better target their minority participation and retention efforts. The performance reporting system was created and piloted during this biennium, and will be incorporated into WTCS's regular planning and goal-setting efforts.

Overall in 1999-00, the WTCS districts served 45,736 minority individuals. On a duplicated basis, 20,499 were served in grant funded activities, 22,928 were enrolled in occupational/technical programs and courses and 26,627 were enrolled in basic education courses. More than 22,300 of these individuals were adults between the ages of 25 and 44. The programs enrolling the highest numbers of minorities were Associate Degree Nursing, Accounting, Police Science, and Computer Information Systems Programmer/Analyst. Over 100 partnerships have been established with business, industry, and other organizations to advance the enrollment, retention, and completion of minority students.

WTCS eTech College of Wisconsin

During the fall of 1999, the Presidents of the 16 WTCS districts, the WTCS State Director and the Executive Director of the WTCS Boards Association committed the system to establishing the WTCS eTech College of Wisconsin. A Director of the eTech College of Wisconsin was hired in April, 2001. The WTCS eTech College of Wisconsin is designed to provide students with another way to pursue their educational goals through an online delivery system. Courses that lead to credentials, certificates or program degrees will be the cornerstone of the WTCS eTech College.

During the course of the biennium, a working structure of boards and teams designed and developed eTech:

The Executive Board, comprised of five WTCS district presidents and the state director, staffed and appointed the other boards and teams, monitored their work, and authorized the resources necessary for the functioning of these boards and teams.

The Operations Committee provided integration and oversight to the four project teams.

The Curriculum Team developed curriculum quality standards, a plan for WTCS districts to collaborate in eTech course development, strategies to foster faculty involvement and support, and a plan to expand learning opportunities.

The Technical Team developed standardized course technology to provide a delivery mechanism for course content, course authoring, and a singular software package for information management.

The Finance Team developed a plan for resource sharing across the districts, an FTE assignment methodology and rationale, a standard fee structure, and an operating and business plan for eTech.

Graduate Follow-Up

The WTCS districts annually survey the previous year's program graduates. The latest survey for which results are available was conducted during the months of October through December, 2000, on 1999-00 school year graduates. Of the 15,692 graduates, 11,885 (76%) responded to the survey.

Out of the 11,580 (89.9%) who reported that they were in the labor market, 95.1% said they were employed and 4.9% said they were not yet employed. Eighty-two percent (82%) of the employed reported employment in occupations related to their programs of study. The average median salary of the employed-related who were employed full-time was $25,883; a 5.2% increase over the median salary reported by the corresponding group of graduates from 1998-99.

New and Expanding Occupations

GPR Incentive Grants for New and Expanding Occupations were awarded for the development, modification or expansion of programs new to the state or a district, the development of State Board approved advanced technical certificates; new or expanded programs for the classroom related-instruction of apprentices and new courses for upgrading journey-level workers; the purchase or lease of high cost instructional equipment necessary for new or expanding occupational training programs; assistance to small and medium sized manufacturers. During the biennium, approximately $7,575,200 of targeted GPR funds was expended in support of this initiative. Examples of activities supported with these funds are:

- Development of the Statewide Core Curriculum for the Barber/Cosmetology Program.
- Completion of the Accounting Statewide Core Curriculum.
- Revision and updating of the Certified Nursing Assistant Training curriculum into a video format.
- Modification of the Advanced Machinist Apprenticeship Curriculum.
- Completion of the Machine Tool Statewide Curriculum.
- Development of the Instructional Assistant program.

- Modification of the Mechanical Design Technology program.
- Development of an Advanced Technical Certificate for Animation.
- Development of the Associate Degree program in Recreational Facilities Management.
- Modification of a variety of Computer Information System (CIS) programs including: Computer Network Specialist; Network Communication Specialist; Microcomputer Programmer Specialist; Certified Network Training; E-commerce/Web Administration; CIS Core Cluster; and Microcomputer Specialist.
- Modification of the HVACR (Heating, Ventilation, Air Conditioning and Refrigeration) program.
- Modification of the Surgical Technologist program.
- Revision of the CNC (Computer Numerical Control) Programmer/Operator program.
- Development of a Landscape Horticulture statewide curriculum.
- Modification of the Court and Conference Reporting program.
- Revision of the Corrections Science program.
- Modification of the Electronics Technician program.

Basic Education

In 1999-00, the WTCS districts expended 11.8% of their operational budgets to provide 79,258 persons with basic education instruction and services. Instructional activities included Adult Basic Education, Adult High School, English as a Second Language, Family Literacy Programs and remedial education.

GPR Incentive Grants for basic education provided support for continuing or expanding the delivery of basic education, related staff development, Adult High School/HSED/GED and English as a second language. Each technical college received an allocation of funds based on need as identified by census data combined with a measure of the level of service provided in the preceding year.

GPR funds were also awarded on a competitive basis to support new projects addressing one or more of the following priorities:

- The use of new technologies in the delivery of basic skills education.
- The development and implementation of curriculum to effectively transition students from basic education programs to postsecondary occupational programs.

- The development of family literacy activities.
- The development of alternative high school equivalency programs.
- Activities to facilitate the transition of English as a Second Language students to Adult Basic Education, Adult Secondary Education and postsecondary occupational education.
- The implementation of new secondary level curriculum resulting from the efforts of the Basic Skills Curriculum Development Task Force.

A third pool of funds was awarded on a competitive basis for the development or continuation of basic education offerings at worksites. Each applicant for funds was required to develop its proposal in conjunction with the business or industry where the program would be provided. Small businesses, which individually would not have enough employees needing basic education to justify the expense, were encouraged to participate on a consortium basis.

During the previous biennium, WTCS and Wisconsin Department of Corrections instructors developed a competency-based high school equivalency curriculum that was approved by the Department of Public Instruction. During this biennium, the curriculum was implemented in institutional settings.

Economic Development

During 1999-2000, the WTCS districts entered into 5,143 instructional contracts with business and industrial firms, local units of government, and other institutions and groups for the purpose of providing services to them. Over 73% of these contracts were with business and industry and were related to economic development. These formal agreements generated 72,544 credits of instruction for 135,047 individuals.

Also during 1999-2000, the WTCS districts provided technical assistance to a variety of firms and other organizations through 1,253 contracts. This technical assistance helped the contracting businesses, industries and other organizations overcome problems in manufacturing or the provision of services.

During the biennium, the State Board continued its support of Advanced Technology Centers (ATC) which extend the capabilities of individual districts in responding to the needs of business and industry. Four regional consortia of technical colleges operate Advanced Technology Centers in the northwest, northeast, southwest and southeast areas of the State. The ATC initiative has also led the WTCS enterprise to strengthen its partnerships with the Department of Commerce and with the University of Wisconsin System's engineering and technology programs across the State.

Services to High School Students

During the 1999-01 Biennium, the Wisconsin Technical College System realized a direct result of its efforts to increase and enhance services to high schools. Of the 1999 Wisconsin public high school graduates, 22.1 percent enrolled in WTCS associate degree, technical diploma and college parallel programs the year after graduation. This is an increase from the 18.2 percent rate for 1998 graduates. Further, within three years of high school graduation, approximately 33% of each graduating class enrolled in one or more courses in the WTC System.

The 16 Technical Colleges have led the Tech/Prep/School-to-Work consortia that encompass all public K-12 schools, businesses and industries and four-year colleges and universities. The consortia are staffed by technical college personnel whose major responsibilities are to articulate curricula, develop joint staff development activities, connect school-based and work-based learning and strengthen partnerships between education and business, industry and labor.

In reaching out to high schools, technical colleges have facilitated more than 3,000 articulation agreements with high schools including statewide advanced standing agreements for all Youth Apprenticeship areas. In addition, the WTCS has provided high school students with more opportunities to take courses that fulfill high school graduation requirements and in many cases also earn technical college credit or advanced standing. Examples of these options and the numbers served in 1999-00 are:

Youth Options	2,037 students
Youth Apprenticeship	591 students
Other Technical College Courses	5,680 students
Compulsory Education (s.118.15)	3,527 students

Alternative delivery methods of instruction are also being used to serve high schools. In 1999-00, approximately 13 percent of high school student enrollment in WTCS courses was through distance education methods. With the recent establishment of *eTechcollege.com* through which students can take courses over the internet, this number should increase.

In the 1999-2001 biennium, there were also several legislative priorities that contributed to the WTC System's services to high schools. The TOP Grant (see below) provided an incentive for recent high school graduates to enroll in a WTCS college. State priorities also supported creation of University of Wisconsin System and WTCS articulation. As a result, 2+2+2 articulation agreements were created that facilitated students' smooth transition from high schools to technical colleges to 4-year public or private colleges.

Other efforts helping high school students make more informed decisions about postsecondary education included technical college sponsored career fairs and technology camps, campus tours to acquaint students with WTCS facilities and programs, and outreach visits by technical college staff to high schools.

Cooperation with the UW System

The Joint Administrative Committee on Academic Programs (JACAP) has continued to improve communication and program articulation between the WTCS and the University of Wisconsin System. Among its noteworthy accomplishments during the past biennium were the following:

- Transfer agreements were developed and signed in the areas of Nursing and Early Childhood Education. WTCS graduates of the Associate's Degree Nursing program may now enroll as juniors in the Bachelor of Science Nursing program at any of the 5 UW campuses offering it. Likewise, the agreements on Early Childhood Education provide WTCS graduates of the AD program with the opportunity to complete a BS degree in Early Childhood Education at either UW-Milwaukee or UW-Parkside.

- JACAP regional councils were briefed on the importance of continued discussion with all parties within their region. Regions have focused on a number of initiatives including the seamless transition of students among the institutions.

- Recommendations for improving the efficiency of the program-to-program articulation process and for fostering the development of program-to-program articulation agreements were made. The number of program-to-program articulation agreements has grown to over 400.

- There was a continuing effort to provide students and staff with information about transfer opportunities, procedures and requirements through the web-based Transfer Information System.

- A data subcommittee was formed to provide the JACAP Committee with more extensive data on the numbers and success of students moving between the two systems.

Services to Students with Special Needs

In 1999-00, the WTCS districts provided services to 94,510 (unduplicated) disadvantaged students of whom 70,430 were academically disadvantaged, 40,961 were economically disadvantaged and 12,527 had limited proficiency with English. The districts also served 2,975 displaced homemakers, 20,101 single parents, 5,004 incarcerated individuals and 5,585 persons who were enrolled in programs non-traditional for their gender. Along with State Aids and local funds, services were provided with targeted GPR funds (see GPR Incentive Grants: Basic Education, above) and funds available under the federal Carl D. Perkins Vocational and Applied Technology Education Act and the Adult Education and Family Literacy Act.

Services were provided that enabled disadvantaged students to participate in regular occupational programs and courses. Remediation services, such as specialized reading and mathematics laboratories, and staff and peer tutors enabled academically disadvantaged students to enroll and succeed in technical education programs and courses.

Activities for persons with disabilities in the WTCS districts were supported with Carl D. Perkins, WTCS district, Division of Vocational Rehabilitation (DVR), and GPR funds. These activities, designed to enable persons with disabilities to enroll and succeed in technical education programs and courses, included specialized guidance and counseling, assessment and evaluation of needs, support services for students in occupational training and other programs, remedial instruction, career development, adaptive equipment, and placement. Approximately 14,119 persons with thirteen different types of disability availed themselves of these services in 1999-00.

VEA, district and DVR funds supported the Technology Loan Center, a joint venture of the State Board and the Division of Vocational Rehabilitation in the Wisconsin Department of Workforce Development. The Center maintains an inventory of adaptive equipment and devices which may be borrowed by WTCS districts that are serving persons with disabilities who need such equipment in order to succeed in technical education.

Two regional centers, one operated by the Northcentral WTCS District and the other by the Milwaukee Area WTCS District, offered specialized services for blind and visually impaired, and deaf and hearing impaired students while the services of interpreters were provided by all districts. In 1999-00, $400,000 of GPR funds was used to hire sixteen Transition Specialists, one for each of the districts. In that year, these Specialists provided transition assistance to about 2,500 persons who were moving from secondary schools or their communities into WTCS district programs.

Displaced Homemaker Program

In 1999-00, the Wisconsin Technical College System enrolled 2,975 displaced homemakers in programs or courses. State General Purpose Revenue (GPR) funds administered by the State Board supported a program for displaced homemakers offered in 15 technical college districts and by six community-based organizations. This program offered personal and career counseling, occupational exploration, opportunities for skill training, job search and placement services. The program served 1,720 individuals in 1999-00. Sixty-one percent of those served by the program enrolled in technical programs and 35% obtained employment. A special emphasis was placed on serving older displaced homemakers and minority group members. The program has traditionally served a higher percentage of both minority group members and persons with disabilities than is found in the general population.

Gender Equity

Gender equity efforts within the technical college system have been focused on the recruitment, retention, graduation and placement of students who are interested or enrolled in programs nontraditional for their gender. These represent occupational areas in which 25% or fewer employees are of the student's gender. Such efforts have been bolstered by federal Vocational Education Act dollars in addition to local dollars. During the biennium, a total of twenty-one projects, funded by $658,200 of federal Carl D. Perkins Vocational and Technical Education Act funds administered by the State Board, focused on the recruitment and retention of nontraditional students.

In the past, Job Training Partnership Act funds helped to support career development and support services that promoted nontraditional career choices. While this source of federal funds is no longer available under the Workforce Investment Act which superceded the JTPA, there is a growing commitment by staff that equity in education and employment is an important goal. In 1999-00, 5,585 students enrolled in technical education programs that were not traditional for their gender.

TOP Grants

The Technical and Occupational Program (TOP) is intended to increase the number of recent high school graduates seeking degrees in WTCS programs that lead to employment in technical and skilled occupations. It represents one prong of the state's efforts to overcome Wisconsin's skilled labor shortage. The State Board implemented the program during FY 2000-01, awarding about $2,959,800 in TOP grants to 7,683 students who were enrolled full-time in WTCS technical education degree and diploma programs.

Alternative Work Patterns

The State Board has had policies permitting alternative work patterns since 1976. The current policy was written and adopted by the State Board in January of 1991. Current policy covers only non-represented employees of the agency. However, labor agreements covering the other employees support and provide procedures for the development and implementation of alternative work patterns.

Alternatives include, but are not limited to, part-time, shared-time, and flex-time schedules. Employee and agency work needs were accommodated through the use of non-standard work weeks and straight shift work. Sixty-four employees were involved in various alternative work patterns during the past two years.

IV

2001-2003 STRATEGIC DIRECTIONS AND STATUTORY CHANGES

2001-2003 Biennial Budget

The 2001-03 biennial budget (2001 Wisconsin Act 16) decreased overall funding for the WTCS and its students. Some significant provisions affecting the WTCS in the 2001-03 biennial budget bill include:

- **General Aid.** There was no increase in general state aids above the 2000-01 base level of $118.4 million GPR.

- **TOP Grants.** TOP grants are limited to one year beginning in 2001-02. Under current law, recent high school graduates attending a technical college program full-time are eligible for $500 annual grants for up to two years. The biennial budget would maintain funding at the base level of $6,600,000 GPR in 2001-02 and reduce funding to $4,200,000 GPR in 2002-03.

  In addition, eligibility will be expanded to include students enrolled in the WTCS within three years of receiving a certificate of general educational development (GED) from the State Superintendent. Under current law, only students who have enrolled in a WTCS program within three years of graduating from a Wisconsin high school are eligible for TOP grants.

- **Additional Course Sections.** Funding was increased by $250,000 annually for a total annual appropriation of $2,450,000 GPR. Under this program, WTCS districts receive funds to add sections in courses in which student demand exceeds capacity.

- **Capacity Building Grants.** This program was transferred from the Department of Administration to the WTCS Board and the funding level was reduced from $5.0 million GPR in 2000-01 to $3.0 million GPR in 2001-02 and to $2.0 million GPR in 2002-03. This program provides grants to WTCS districts to create or expand programs in occupational areas of high demand.

- **Referendum Threshold for WTCS District Borrowing and Capital Expenditures.** Beginning in 2002-03, the current threshold for referenda approval for WTCS capital projects is increased from $500,000 to $1,000,000. The increase would apply to current law limits governing both capital expenditures and the issuance of bonds and notes by WTCS districts. Currently, a proposed capital expenditure greater than $500,000 (with some exceptions) is subject to a mandatory referendum. A referendum is required if a district proposes to borrow in excess of $500,000 for remodeling or improvement projects.

- **Applied Technology Center Sunset Date.** The sunset date for the applied technology center provision was extended to July 1, 2003.

- **Truck Driver Training Grants.** A new truck driver training grant program was created. The program will be funded through an $8 assessment on citations issued to drivers of commercial vehicles and their employers. It is estimated that the assessment, to be administered by the State Board, will raise $616,000 annually. Three districts (Chippewa Valley, Fox Valley and Waukesha County Area) will be eligible for grants.

- **Student Financial Aid.** Funding for Wisconsin Higher Education Grants (WHEG) for WTCS students was increased by 3.25% per year above the base level of $13.2 million GPR for a biennial total of $1.3 million GPR.

- **WTCS and UW System Credit and Student Transfer.** The Presidents of the UW Board of Regents and the WTCS Board, the UW System President and the WTCS State Director are required to submit four status reports on the implementation of the systems' plan for coordinating the transfer of WTCS credits to the UW to the education committees of the Assembly and Senate.

- **Agency Budget Reductions.** The WTCS Board's GPR base budget for state operations was reduced by 6.55% per year, which amounts to a cut of $226,100 GPR annually.

- **Department of Commerce Grant to Chippewa Valley Technical College**. A grant of up to $250,000 in each year of the 2001-03 biennium was authorized for the Chippewa Valley Technical College District for a health care education center. The funds will come from the Department of Commerce.

WTCS Strategic Directions – 2001-2004

A. Position the WTCS as the state's educational leader for workforce solutions

Strategies:

- Market the WTCS's mission and ability to prepare people for the high skill, technical careers that form the core of the new technology-based economy.
- Create, with employers, flexible, timely and portable education and training as solutions to the needs of a fast-paced, changing workplace.
- Meet the challenge of recruiting and retaining quality teachers and other personnel within the WTCS in the face of expected record numbers of retirements and accelerating employer competition for staff with technical skills.
- Advocate for adequate funding to fully carry out the mission of the system.

B. Increase access and success for all students to expand the state's resource of skilled workers.

Strategies:

- Provide opportunities for young people to learn about technical careers, understand labor market realities and pursue educational options available at technical colleges.
- Enhance marketing efforts, emphasizing high-skill technical careers, to reach under-served populations, including women, minorities, persons with disabilities, and individuals currently in low skill, low wage jobs.
- Adopt best practices in student retention, academic support, and other services to help students who are under-prepared or face other barriers to academic success acquire gainful knowledge and skills.
- Create maximum flexibility in instructional delivery to accommodate lifelong learning needs.

C. Foster effective economic development partnerships with education and training providers and business, industry, and labor to increase the skills of Wisconsin's labor force.

Strategies:

- Promote technical college education as a cost-effective means for career employment, employee skills upgrading, and continuing education throughout life.
- Collaborate with other education providers to develop new models for easing students' progression on the PK-16 continuum at a pace that focuses on learner

readiness, as exemplified in 2+2+2 programs.

- Create strong alliances of employers, labor and education providers to achieve efficient recognition of learning and transfer of credits between workplace learning and educational institutions. Create flexibility to allow students/workers to step in and step out of formal education.

- Deliver highest quality customized training and technical assistance to business, industry and labor partners to enhance Wisconsin's economic vitality.

D. **Extend technical college learning opportunities, improve administrative efficiencies, and empower technical college instructors and students to adopt new teaching and learning strategies through the effective use of technology.**

Strategies:

- Increase the number of Internet and other distance learning offerings to provide educational options for students to learn at the time, place and pace desired.

- Provide professional development opportunities that prepare faculty and staff to fully utilize technology in delivering instruction and providing services.

- Make technology training readily available to those preparing to enter the workforce or needing retraining or skill upgrading to address the urgent need for a technologically competent workforce.

- Implement new technology-based solutions to enhance administrative efficiencies of technical colleges.

The Wisconsin Technical College System Board is in full compliance with state and federal equal opportunity non-discrimination laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl D. Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act, Workforce Investment Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCSB not to illegally discriminate on the basis of race, color, creed, national origin, religion, sex, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System Board, 310 Price Place, P.O. Box 7874, Madison, Wisconsin 53707-7874, telephone (608) 266-1844 or Telecommunications Device for the Deaf (TDD) (608) 267-2483.

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